

DEVELOPING AN ENGLISH SUPPLEMENTARY COURSEBOOK FOR TENTH GRADERS OF TOURISM STUDENTS

Tery Kusumawardani⁹ (terykusumawardani@gmail.com);

Agustinus Ngadiman¹⁰ (agustinusngadiman@gmail.com)

Abstract

According to the 2013 Curriculum, English learning materials for both senior high school and vocational high school are equalized. However, it is suggested that the English learning materials for vocational students should be more specific than those for senior high school students because they need to learn specific areas of English in accordance with their major. Finding proper English textbooks for vocational students focusing on their major is not an easy task. In addition, most vocational school teachers also do not have any sufficient time to design the English materials for the vocational students. Therefore, it is recommended to develop the English materials which meet the students' needs and demands, particularly intended for Tourism Program. In line with those problems, the researcher used ADDIE method which stands for analysis, design, development, implementation, and evaluation as a research design as suggested by Aldobie (2015). Two validators were involved to validate the textbook and they responded positively towards the materials. Furthermore, after using the textbook, three students and a teacher of tourism program were interviewed. They later agreed that the textbook was suitable and was considered to be fun in the learning process.

Keywords: *material development, tourism program, English for specific purposes, vocational students*

⁹ Author is a graduate from graduate school English Education Department Widya Mandala Catholic University Surabaya

¹⁰ Author is a lecturer of English Department Widya Mandala Catholic University Surabaya

INTRODUCTION

Needs and demands to learn English are different among students from different majors. For instance, an accountant does not necessarily need to learn the steps how to bake or cook dishes or describe tourist destinations. Instead, an accountant needs to learn, understand, and use appropriate vocabularies for accounting terms. This condition precisely illustrates that different majors need specific learning materials in accordance to their major and expected future job. Therefore, there are two specifications in teaching English which consist of General English (GE) and English for Specific Purposes (ESP).

Far (2008) underlined that English materials used in General English do not particularly meet the needs for students with a specific major. The target students of GE is, in fact, different from ESP, GE is mostly employed and taught to non-vocational students. Non-vocational students in Indonesia are also known as senior high school students who learn English in absolutely a more general and broader context without any particular specifications in the learning materials. English for Specific Purposes (ESP) are essentially neither product, language, methodology nor type of teaching materials and is considered as an approach to English language learning which emphasizes more on the students' particular needs, demands, and interests (Hutchinson & Waters, 1987, p. 19 and Harding, 2010). Basically, the difference between GE and ESP is on the awareness of the existence materials, which means that there is a slight difference between GE and ESP learning. In sum, ESP enables students to learn the materials in specific context to get the target needs (Far, 2008 and Kusumawardani, 2016).

Furthermore, based on the researchers' observation in the field, vocational high school teachers actually have a certain degree of freedom to develop English materials for the students. However, the lack of time makes them teach only what has already been stated in the syllabus which is eventually elaborated in the lesson plan. There is actually a certain

degree of self-awareness that the syllabus does not distinguish the existence of the students' specific needs. Also, the English textbooks for vocational students are similar to those for senior high school students who employ General English while it is clearly stated by Hutchinson & Waters (1987) that vocational students need to have specific English materials that are appropriate to their major. Hence, both vocational school teachers and students need particular textbooks that consist of specific English learning materials designed for vocational school programs.

Based on the 2013 Curriculum, the English learning materials for secondary education level, are divided into those for senior high school (SMA) and vocational school (SMK). The differentiation is not very apparent as there is no particular specification which is for SMA and which is for SMK as exactly stated in the syllabus (Fadillah, 2014). However, without deliberately pointing out at the syllabus, it is better to have modified syllabus adjusted to the students' needs. Tailor-made materials have commonly been used to help students have authentic learning materials. Vicic (2011) explained that the process of selecting an appropriate material must relate to the students' needs in connection to their future job so that this will lead them to achieve the target needs or learning objectives. There are numbers of considerations in selecting appropriate textbooks for the ESP students; they are (1) length of the courses; (2) students' target towards the course; (3) appropriateness in structural grading; (4) meaningful and well-applied vocabulary use; (5) appropriateness of English idioms; and (6) well-presented materials.

In order to develop English learning materials, there is one of the ways to develop the materials based on the students' needs, demands, and interests called ADDIE. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. It is one of the most common models initiated by instructional designers as a guide to produce an effective design. (Aldobie, 2015). According to the facts stated above, the researchers developed the learning materials for Tourism Program in the form of a

supplementary coursebook by initially carrying out a needs analysis to explore the contents for tourism students, figure out the process of developing the learning materials using ADDIE, and identify the teacher and students' responses towards the learning materials. This coursebook can be used as an alternative or supplementary beside the use of textbook assigned by the government for the students who may not continue their study on a higher level.

RESEARCH METHOD

This study was carried out to develop English learning materials for the tenth graders of tourism program for one semester. Therefore, this study underwent several stages based on the ADDIE framework. To develop the English learning materials in the form of textbook, the researcher followed the stages of ADDIE. Later, after developing the materials, the textbook was validated by two material development experts to identify the responses about the textbook. The stages for developing the English learning materials are described below:

1	•Analaysis: Needs Analysis
2	•Design: Designing Syllabus
3	•Development: Developing English Learning Materials
4	•Implementation: Implementing the English Learning Materials
5	•Evaluation: Evaluating the Learning Materials

This study involved a travel agent, English teachers and students of a tourism program, and two material development experts. The research took place in Sekolah Menengah Kejuruan Negeri (SMKN) 6 Surabaya. In conducting the Needs Analysis stage, a travel agent and two English teachers of tourism program were interviewed. Meanwhile, as many as sixty-four students in the tenth grade of tourism students were the respondents of the questionnaires. The results of the interviews and

questionnaires became the fundamental ideas to design the tailor-made syllabus combined with the syllabus in the 2013 Curriculum. The main content of the syllabus is not very much different from the original syllabus because the distinction was only on the learning resources. To specify the learning materials in the textbook, a content mapping was created. The content mapping consists of seven chapters in the first semester of tenth graders.

After the materials were developed, two material experts were involved to validate the textbook before the implementation process. They also commented on the overall layouts, colors, and cover of the textbook. During the implementation, the researchers also acted as the observers that monitored the situation in the class. In addition, a teacher and three students were interviewed to identify their responses towards the implementation of the textbook.

Three research instruments were used in this study, i.e. interview guidelines, questionnaires, and observation. The design of the interview was semi-structured interview that involved a travel agent, two English teachers of tourism program to explore the needs analysis, two material development experts to validate and find out the responses towards the material development, an English teacher and three students of tourism program for the implementation process. The questionnaire utilized in this study was an open-ended questionnaire that was distributed to two classes of tenth graders of tourism program. The observation was completed by the researcher who also acted as the observer by jotting down the situation in the classroom during the implementation. To analyze the data, a qualitative approach was employed. All the data collected were later analyzed and orderly elaborated based on the stages of ADDIE above.

FINDINGS AND DISCUSSION

Findings

1) Analyzing the results of Needs Analysis

There were three resources in carrying out the needs analysis: a travel agent, two English teachers, and sixty-four students of tourism program. The results of the interview with the travel agent showed that being a professional tour guide obviously requires a lot of time and perseverance of constant learning. The media for learning itself occupies the needs of reading a lot of information and books related to tourism. Moreover, the ability of speaking more than two languages, especially English is an important point since the visitors come from other countries and therefore tour guides are required to be able to speak fluent English. This means that the ability of mastering English plays an important role in the world of tourism for tour guides.

Furthermore, the two English teachers underlined that tourism students need to have plenty of exposure for speaking to develop their ability in communication. In fact, the use of English is necessarily important to equip and prepare the students for their future job. There are plenty of reading comprehension tests that students have to do since they are prepared for national examination. Also, inserting more speaking practices can assist and support tourism students more and give more chances for them to practice speaking both in group and individually.

Likewise, the results of the questionnaires showed that students of tourism program were in need of being exposed to numerous speaking activities by providing authentic materials for the students which meet their needs (Tomlinson, 2012). Beside the demands to develop oral skill, one of the language components they need to achieve was pronunciation. Furthermore, speaking activity for these students can be carried out through discussions and presentations either in pairs or groups. In fact, the use of media can assist students' activity as they opined that they prefer having

more videos to study. Among the four media options (pictures, videos, CD/compact disk, and flash cards), students prefer having and watching more videos because they are good model for students to practice both speaking and pronunciation and the use of videos and other supporting equipments such cassettes and computers are beneficial as well (Kusumawardani, 2016, p. 5 and Dudley-Evans & St John, 1998, p. 170). In fact, learning using videos benefit students in attempt to build visual perception. Videos also display in a much clearly way to articulate numerous information and knowledge which cannot be exhibit through texts (Vieira, Lopes, & Soares, 2014). Another advantage of inserting video in the learning materials is to enable students to revisit and review what has been studied before and it becomes a good model for speaking (Bransford, Brown, & Cocking, 2000).

2) Designing Syllabus

After compiling the results of needs analysis through interviews and questionnaires, the next step was designing the syllabus and content mapping. The process of designing the syllabus closely followed the 2013 Curriculum. The basic ideas for designing the syllabus and content materials were about the targeted skills, objectives of the learning materials, course sequence, and topics of the learning materials. Since it is a tailor-made syllabus, the learning materials remain the same, yet the targeted skills are more emphasized on activities such as speaking and reading, and followed by other supporting language skills, listening and writing. Speaking and reading are the most demanding skills to study for tourism students based on the results of needs analysis.

There were seven chapters developed and assigned to be taught in the first semester of the tenth graders. The chapters covered introducing oneself, giving compliments and congratulating on others' success, asking and responding intention, making plans, telling past experiences, describing tourism objects, and giving announcement. The seven English learning materials are stated in the syllabus of the 2013 Curriculum for both

SMA/SMK. The learning objectives were all transcribed in the syllabus, yet there will be some additions for the objectives since the goal is mainly for tourism students to be a tour guide. Furthermore, according to Fadillah (2014), the 2013 Curriculum employs Scientific Approach that consists of observing, questioning, experimenting, associating, and communicating. During the making of tailored syllabus and content mapping, the researchers are concerned to put the stages of a scientific approach. The goal of inserting scientific approach is to encourage students to learn and study independently and teacher acts as an instructor and a facilitator.

3) Developing English Learning Materials

After designing content mapping based on the 2013 Curriculum, the process of developing learning materials can be started. There are seven chapters for one semester to be taught to the tenth graders of tourism program. The materials were developed by creating new products and appropriately adapting from the existing materials (Pannen & Purwanto, 2001 and Dudley-Evans & St John, 1998). The title for each chapter is termed and adjusted to the topic;

1. **Chapter 1:** Introducing oneself → *Hi, I am Indira.*

The topic for this chapter was introducing oneself and acknowledging self-identity to develop and maintain interactional communication with others as tour guides. Since the main goal of the learning materials was preparing the students to be a tour guide, there were some ways of introducing oneself as a tour guide. The ways of introducing oneself may vary one to another yet the very simple form of introducing oneself was created as an assemble of what most people usually do when introducing themselves.

2. **Chapter 2:** Giving compliments and congratulating someone's success → *That's a very nice dress.*

The second chapter was about giving compliment and congratulating on someone's success. The objectives of this chapter was designed to help the students identify the social function, text structure, and

language features, techniques to give compliments, congratulate, and apply them in their daily life as tour guides in this case. This topic is literally all-purpose and can be applied for both general and specified purposes. In tourism, this topic can be used to maintain the communication among tour guides and guests. Moreover, as stated, the topic can also be functioned in daily communications.

3. **Chapter 3:** Asking and responding to show care → *You look pale. Are you okay?*

In this chapter, students were introduced to give attention and how to respond to it. This topic was about asking and responding to show care in order to develop interactional communications with others as a tour guide. Basically, tour guides might meet and see different kinds of their guests' conditions. This situation could also happen to the tour guides during their work hours and they could later ask if someone was feeling well or not.

4. **Chapter 4:** Telling, asking, and responding to someone's plans → *What are you going to do this weekend?*

Chapter 4 dealt with some interrelated materials namely making, suggesting, telling, and asking someone's plans to develop interactional communications with others as a tour guide. Speaking and listening were the targeted skills and supported by reading and writing as the minor skills. Since these learning English materials were committed to develop the students' speaking skills, there were a lot of speaking practices to encourage them to speak more. The listening section was to support the students' knowledge before they do the following assignments. Reading and writing were only allocated a few to upkeep students' understanding towards the topic.

5. **Chapter 5:** Telling, talking, and explaining past event → *I had a great experience.*

Chapter 5 was about how to retell their past experiences or someone's life in the form of biography. The text genre used for telling past

experience is recount. Basically, this chapter was mainly appointed to identify social function, text structure, and language features, meanings of spoken and written recount texts about experiences or past activities, and write .

6. **Chapter 6:** Identifying and describing particular places or tourism objects → *Let's go to Labuan Bajo*

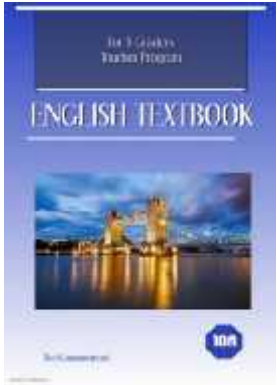

The following chapter was to identify, describe, and present information about particular tourism places as tour guides. The goals were concentrated on identifying the social functions, text structures, and language features of descriptive text, apprehend descriptions in certain contexts, and practice the oral and written form of descriptive text.

7. **Chapter 7:** Giving an announcement → *Attention, please.*

The last chapter was about giving announcement. The targeted skills were speaking and writing. As tour guides, it is important to maintain communication with others. In case, during the tour, there are some things that a tour guide needs to say a word or give several explanations to the guests, the ability to speak and announce something becomes vital. Therefore, in this chapter, students were introduced to several examples of announcements, how to respond and ask questions about the announcements, and give announcements.

The seven chapters were developed based on the tailor-made syllabus. Basically, the original national syllabus from the Department of Education must not be changed at the school level, yet it can be modified according to the needs and objectives of learning. Hence, the only part that can be modified is the learning resources. Teachers are actually free to find and explore learning sources as their students' needs. The sources of learning can be easily found in the forms of books, textbooks, newspapers, internet, and many others.

4) Cover of the Textbook

The initial cover of the textbook (before)	The new cover of the textbook (after)
 <p style="text-align: center;"><i>Figure 1</i></p>	 <p style="text-align: center;"><i>Figure 2</i></p>

The cover that was initially chosen was from the author's design from the internet. However, since the source of the design in the internet was not certain and the tendency for plagiarizing was quite horrifying, the author decided to have a designer to redesign the cover such that it would match the content of the textbook as well as the color. The Blue color was decided to be the dominant color and the layout of the textbook was mostly printed in blue. The author requested several things to be added in the cover such as Burj Khalifa, Surabaya Trademark: Crocodile and Shark, and other buildings that were mentioned in the textbook. The cover designer's name was written as an appreciation for designing the cover.

5) English Learning Materials Validation

According to the recommendations and suggestions from the validators, the textbook had several changes including additions and revisions. However, there was nothing much to change from the content of the textbook. Both validators agreed that the contents of the textbook are suitable for the tenth graders of tourism program and interesting because

the learning materials provide various types of exercises and tasks. In addition, the layout of the textbook is quite attractive in terms of colors and cover.

6) Implementing the English Learning Materials

The implementation was carried out after the textbook was validated, revised, and the new cover was used (see figure 2). During the implementation, the researchers were the observers who jotted down the field notes. The researchers wrote two lesson plans for Chapter 2 and 7 and taught them to the tourism students. Based on the field notes, it was clear that the prelude was a good prompt to go to the follow-up activities and successfully encouraged the students to understand the materials they were about to study. Besides, the activity of reading aloud the dialogues by the students completely depended on the class situation. The teacher may have a test whether the students are good enough to read aloud the dialogues without the teacher giving any examples. In addition, the students were more interested in watching, listening, and speaking than listening and speaking activities. They seemed to tremendously enjoy the activity of watching the video and doing the exercises. However, they seemed less interested as the researcher assigned them to only listen and speak. They were focused and completely attracted when they were educated and entertained as well.

After the implementation, three students and an English teacher of the tourism program were interviewed. Based on the teacher's and students' comments and suggestions, the English learning materials starting from the prelude to the listening were good to increase the students' chance to speak more actively. They both also argued that watching videos and doing the follow-up exercises were more fun and entertaining. It was because they never had one like that before and it was also always attractive to have videos for learning. Overall, the pictures, the dialogues, the exercises, and the videos as well as listening comprehension were helpful to encourage students to be more active at speaking. There was a good interaction among

the students and the teacher and therefore the kind of activity may support the researcher's goal to encourage students to speak in English more.

7) Evaluating the Learning Materials

There were two kinds of evaluation conducted on the textbook; formative and summative evaluation. Formative evaluation was gained from the feedbacks, comments, and judgments from the material development experts or the validators. The summative evaluation was obtained from the results of implementation stage. The overall teacher's and students' comments, suggestions, and recommendations became the final consideration to revise the textbook. The textbook was printed in the new cover (see figure 2).

DISCUSSION

This study was intended to develop English learning materials for the tenth graders of tourism program. The initial stage in developing materials is to carry out needs analysis. According to Aldobie (2015), the process of conducting needs analysis aims at figuring out what the learning materials' users need and demand, deciding what sort of instructional designs that match their needs, demands, and interests, and setting specific goals to be accomplished at the end of the course. In this study, a needs analysis was carried out to find out the English learning materials that students, in particular, need in learning English in tourism program that comprise narrower and more specific materials (Hutchinson & Waters, 1987).

The results of the interviews showed that a tour guide is supposed to be able to speak several languages, mainly English. Mastering English for a tour guide is necessary even though tourists do not always come from English speaking countries. In fact, to enrich tour guides' knowledge to face this ever-changing world, they are suggested to read many books, practice, and learn from their experiences. The needs to be able to speak English fluently and the demands to be knowledgeable should absolutely

be fulfilled by a tour guide to not only be good but also excellent. Furthermore, based on the interview, the English teachers of tourism program recommended having more oral activities in the class so that the tourism program students are encouraged to speak more actively.

The results of needs analysis became the base to design a tailor-made syllabus and content mapping. After designing the tailored-syllabus, a content mapping was written to have an analysis of what tourism students would study in the seven chapters. The content mapping encompassed seven chapters as stipulated in the 2013 Curriculum, they included introducing oneself, giving compliments and congratulating on someone's success, asking and responding intention to show care, telling, asking, and responding to someone's plans, telling past experience, describing tourism places, and giving announcement. Before the textbook was implemented, two validators were involved to review and give comments, judgments, and feedbacks. The results of textbook validation indicated that there were only minor revisions that were done by the researcher. The overall materials were interesting and they offered various tasks and exercises that a tour guide needed. Their judgment was in line with Tomlinson (2012) in one of his principles of materials development that learning materials should expose a wide range variety of extensive topics, themes, likely to be more meaningful to the targeted students. Moreover, from the first to the last chapter, the validators added, presented that the exercises were organized systematically from the easiest to the most difficult ones. Finally, yet importantly, both validators of experts agreed that the cover, layout, and color compositions were interesting.

Furthermore, the students' judgments, comments, and suggestions indicated that the prelude, vocabulary and pronunciation, dialogues, and pictures absolutely helped the students to get triggered and brainstorm what they were going to study. They also enabled the students to understand and enrich their knowledge of the unit they were studying. The Watch, Listen, and Practice was their favorite part because they could watch a video, while

doing the exercises as well. Also, the teacher seemed to agree with the students' opinions that utilizing a video in teaching and learning process made the process more enjoyable and more fun. She also said that the students, during the video playing, paid full attention to the video and were motivated to do the following exercises. Overall, English learning materials in the textbook were considered to be good and suitable in assisting students to speak actively since there were numerous dialogues that were also supported by appropriate pictures.

The English learning materials for vocational high school students, especially in tourism program, are helpful since one of the factors is that the teacher does not have enough time to select appropriate materials. This textbook, therefore, attempts to fulfill and assist English teachers who teach tourism program focusing on tour guiding. The basis of English learning materials was gained through needs analysis which is also expected to meet the students' needs, demands, and interests in learning English (Tomlinson, 2012).

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results of the needs analysis, it was identified that the English learning materials for tourism program should contain more oral activities and reading comprehensions than previously. Oral activity will support tourism students to be able to speak more since their goal is intended to be a tour guide. Also, reading comprehension needs to be inserted as the second most demanded skill to be mastered. The other language skills and language components are included as the complementary materials for tourism students.

The English learning materials were developed based on the results of needs analysis. The results were then written in the tailor- made syllabus for the content mapping. There were seven chapters allocate for the first semester o and they were all reviewed and validated by two experts

in materials development. The validators acknowledged that the textbook offers various tasks and exercises and it is systematically ordered from the easiest to the most difficult one. To accomplish the textbook, the researcher carried out an observation and interviewed three students and a teacher of the tourism program. From the observations and interviews, it was revealed that the students and the teacher responded positively towards the English learning materials in the textbook. They agreed that the textbook helps them to speak in English better and more actively.

Suggestions

Since the book was primarily intended for the tenth graders of tourism program, this textbook is designed to meet the needs identified in the tourism program. For English teachers who teach in vocational schools, it is suggested to select and develop suitable and appropriate learning materials for tourism students. If any researcher wishes to carry out the same topic, it is suggested to develop their own tailor-made English learning materials for other programs or courses such as hospitality, engineering, nursing, and many others.

REFERENCES

- Aldobie, N. (2015). ADDIE Model. *American International Journal of Contemporary Research*, 68-72.
- Bransford, J., Brown, A., & Cocking, R. (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington: National Academy Press.
- Dudley-Evans, T., & St John, M. J. (1998). Developing English for Specific Purposes: A Multiple Disciplinary Approach. *Cambridge*, 1-13.
- Fadillah, M. (2014). *Implementasi Kurikulum 2013 Dalam Pembelajaran SD/MI, SMP/Mts, & SMA/MA*. Yogyakarta: Ar-Ruzz Media.

- Far, M. M. (2008). On the Relationship between ESP and EGP: A General Perspective. *English for Specific Purposes World Issue*, 7, 11.
- Harding, K. (2010). *English for Purposes*. Oxford: Oxford .
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes*. London: Cambridge University Press.
- Kusumawardani, T. (2016). *Materials Development of English for Specific Purposes (ESP) for Tourism Program at SMKN 6 Surabaya*. Surabaya: UNESA University Press.
- Pannen, P., & Purwanto. (2001). *Penulisan Bahan Ajar*. Jakarta: Depdiknas.
- Tomlinson, B. (2012). *Principles and Procedures of Materials Development for Language Learning*. Blossombury.
- Vicic, P. (2011). Preparing Materials for ESP Teaching. *Intr Alia*, 107-120.
- Vieira, I., Lopes, A. P., & Soares, F. (2014). The Potential Benefits of Using Videos in Higher Education. *Proceedings of EDULEARN14 Conference*, 750-756.